

Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BSc (Hons) Business Administration – Accounting and Finance Pathway
Teaching Institution	The American College of Greece
Awarding Institution	The Open University (OU)
Date of first OU validation	September 2011
Date of latest OU (re)validation	Spring 2015
Next revalidation	Spring 2021
Credit points for the award	360
UCAS Code	
JACS Code	
Programme start date and cycle of starts if appropriate.	Fall 2021
Underpinning QAA subject benchmark(s)	Accounting – 2019 Finance – 2019 Business and Management – 2019
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	<ul style="list-style-type: none"> International Accounting Education Standards Board (IAESB) – 2019 Handbook Association of Chartered Certified Accountants (ACCA) qualification structure Behn, K. B., W. F. Ezzell, L. Murphy, J. D. Rayburn, M. T. Smith, and J. R. Strawser (2012) The Pathways Commission on Accounting Higher Education. 'Chartering a national strategy for the next generation of accountants', Issues in Accounting Education, 27(3), pp. 595-600.
Professional/statutory recognition	Exemptions in 5 ACCA papers
For apprenticeships fully or partially integrated Assessment.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full Time Face-to-Face

Duration of the programme for each mode of study	FT-3 years
Dual accreditation (if applicable)	NECHE (New England Commission of Higher Education) Accredited
Date of production/revision of this specification	Spring 2020-Spring 2021

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

Accounting and Finance Department – Mission:

In congruence with the mission of DEREI College and that of the School of Business and Economics, the mission of the Accounting and Finance department is to prepare undergraduate students to be productive members of their profession and society, as well as fostering students to develop their research and scholarly skills.

The overall **aims** of the programme are to:

- Provide knowledge and understanding on the key business and economic concepts.
- Provide knowledge and understanding in the current technical language and practices of accounting and finance.
- Develop graduates who understand the importance of ethical values in business and the accounting and financial services profession.
- Develop graduates who can use information technology appropriately in acquiring, analysing and communicating information
- Develop graduates who have an analytical and reflective understanding of accounting and finance in the context of the workplace today and in relation to the wider social and cultural environment.
- Develop graduates who can provide information and explain ideas in a clear manner, using both oral and written communications.

Learning Outcomes:

Upon completion of the programme, graduates will be able to:

Development of knowledge and understanding (subject specific):

- A.1: Demonstrate knowledge and understanding of the external environment and its impact on business.
- A.2: Demonstrate knowledge and understanding of the key business functions and internal processes of organisations.
- A.3: Demonstrate knowledge and understanding in the current technical language and practices of accounting and finance (for example, recognition, measurement and disclosure in financial statements, managerial accounting, and corporate finance).

- A.4: Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.
- A.5: Demonstrate comprehensive knowledge of issues related to ethics and social responsibility and assess the models, practices and tools that an organization may employ to help assure a sustainable future.
- A.6: Demonstrate skills in preparation of financial statements, analysis of the operations of business; and an awareness of the contexts in which accounting data and information is processed and provided and the relationships with other systems providing information in organisations.

Cognitive / Intellectual skills:

- B.1: Analyse, evaluate and interpret data in order to draw reasoned conclusions concerning structured and, to a more limited extent, unstructured problems from a given set of data and from data acquired by the student.
- B.2: Locate, extract and analyse data from academic and non-academic resources, including acknowledging source material in the appropriate academic convention.
- B.3: Critically evaluate arguments and evidence.
- B.4: Evaluate the connections and interrelationships that exist across different subject areas.
- B.5: Apply theories, concepts and previous experiences to inform and creatively solve practical problems.

Practical and Professional Skills

- C.1: Numeracy competence, including the processing and analysis of financial and other numerical data and the appreciation of statistical concepts at an appropriate level.
- C.2: Make use of Information Technology and communication in order to effectively retrieve, process, analyse and communicate information.
- C.3: Understand the importance of ethical values in business.
- C.4: Develop entrepreneurial skills, such as the ability to identify business opportunities, devise appropriate business plans, and communicate these plans effectively to gain support and generate resources.

Key / transferable skills:

- D.1: Communicate information and ideas in a clear manner using oral and/or writing in a professional context.
- D.2: Demonstrate ability to plan, organize and execute complex projects.
- D.3: Take responsibility for own actions in an academic and professional context.
- D.4: Reflect on the broader scope and value of learning and become an independent lifelong learner.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme specification is part of a US bachelor's degree programme, awarded with a total of 121 US credits and consisting of:

- The Liberal Education curriculum (43 US credits)
(Appendix 1, p.74, for *Liberal Education* mission, competencies and learning outcomes)
- Concentration (72 US or 360 UK credits)
- General electives (6 US or 30 UK credits)

* Liberal Education (distributive requirements)	43
Academic Writing and research	9
Mathematics	3
Professional Communication	3
Introduction to Information Systems	3
Natural Sciences.	7
Students are required to complete any two courses in natural science, one of which must have a lab component	
Social and Behavioural Sciences	9
Selected from more than one discipline such as: Anthropology, economics, political science, Psychology, sociology	
Humanities	6
Selected from at least two of the following: Archaeology, art history, history, literature, classical Literature, music, philosophy, theatre history Selected from more than one discipline	
Fine and Performing Arts.....	3

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

- Certificate of Higher Education in Business Administration (120 CREDITS)
- Diploma of Higher Education in Business Administration (240 CREDITS)
- BSc in Business Administration - Accounting and Finance Pathway (300 CREDITS)
- BSc (Hons) Business Administration – Accounting and Finance Pathway (360 CREDITS)

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
AF 2007 Financial Accounting (15 credits) BU 2003 Business Legal Issues (15 credits) CS 2179 Business Information Systems (15 credits) EC 1101 Principles of Macroeconomics (15 credits) FN 2128 Principles of Finance (15 credits) MG 2003 Management Principles (15 credits) MA 2021 Applied Statistics (15 credits) MA 2105 Applied Calculus (15 credits)	120		0		Semester 1 & 2 Semester 1 & 2 Semester 1 & 2 Semester 1 & 2 Semester 1 & 2 Semester 1 & 2 Semester 1 & 2 Semester 1 & 2

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Theoretical knowledge and understanding are built through levels four to six.</p> <p>Overall aim:</p> <ul style="list-style-type: none"> • Provide knowledge and understanding on the key business and economic concepts. <p>A1: Demonstrate knowledge and understanding of the external environment and its impact on business.</p> <p>A.1.1. Understand the concept of economic value. Demonstrate knowledge of basic economic theory and how it applies to offering products and services to the public.</p> <p>A.1.2. Recognise, explain and discuss the impact of the legal environment on business activity, practices and decisions within and across national boundaries.</p> <p>A2: Demonstrate knowledge and understanding of the functions and processes of business.</p> <p>A.2.1 Graduates should be able to demonstrate relevant knowledge and understanding of organisations and their management.</p>	<p><u>Method of teaching and learning:</u></p> <ul style="list-style-type: none"> ➤ Class lectures, interactive learning, class discussions, video presentations, and practical problems solved in class. ➤ Exercises and primary source documents, which are reviewed in class or for homework ➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material. ➤ Use of Blackboard, where instructors post lecture notes, online quizzes assignment instructions, required readings, timely announcements, as well as additional resources. <p><u>Taught in:</u> EC1101 Principles of Macroeconomics Macroeconomic principles and concepts. National income accounts. Economic fluctuations, unemployment and inflation. Stabilization function of macroeconomic policy. Theory of money and banking.</p> <p><u>Taught in:</u> BU2003 Business Legal Issues The legal system. Adoption of laws. Administration of justice. Resolving legal disputes. Alternative dispute resolution. Introduction to civil and commercial law. The law of contracts. Corporate law. Negotiable instruments. Intellectual and industrial property.</p> <p><u>Taught in:</u> MG2003 Management Principles Study of the nature, functions and responsibilities of the management of organizations. History of management thought, theories, concepts and practices. The managerial functions of planning, organizing, leading and controlling are examined.</p>

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

A3: Demonstrate knowledge and understanding in the current technical language and practices of accounting and finance (for example, recognition, measurement and disclosure in financial statements and financial appraisal techniques).

A.3.1 Record and summarise transactions and other economic events. Prepare financial statements.

A.3.2 Use appropriate analytical tools for financial management tasks.

Taught in: AF2007 Financial Accounting

The purpose of this course is to explore the basic principles, concepts and procedures relating to financial accounting.

Taught in: FN2128 Principles of Finance

The time value of money, providing a deep understanding and knowledge on investing decisions, on valuation of financial instruments and on the implementation of investment appraisal techniques for unleveraged and leveraged firms.

Assessment Methods:

- Generally, student performance for the above-mentioned modules are assessed as follows:

Multiple choice/problems/essay question practice sets – formative	0	Multiple choice/problems/essay questions combination
First Assessment: In-class midterm examination (1-hour) - summative	40	Multiple choice/problems/essay questions combination
Final examination (2-hour, comprehensive) – summative	60	Multiple choice/problems/essay questions combination

- Feedback to students on work produced or assessments. This means that all feedback is clearly structured to provide a focus on how to improve the work (even if it is a Grade A). This may be coupled with grades or marks if appropriate or may be accompanied by verbal feedback.
- Providing feedback in a timely manner of the submission deadline.

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1: Analyse, evaluate and interpret data in order to draw reasoned conclusions concerning structured problems from a given set of data.	Learning, teaching strategy and assessment methods, besides assessing the students' demonstration of material knowledge as described in preceding section, design practical problems and assessments that require students' ability to evaluate evidence to support conclusions using appropriate disciplinary frameworks.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C1: Numeracy competence, including the processing and analysis of financial and other numerical data and the appreciation of statistical concepts. C.2: Make use of Information Technology and communication in order to effectively retrieve, process, analyse and communicate information.	<u>Taught and assessed in:</u> AF2007 Financial Accounting FN2128 Principles of Finance MA2021 Applied Statistics MA2105 Applied Calculus CS2179 Business Information Systems (Learning and teaching strategy / assessment methods as above).
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1: Communicate information and ideas in a clear manner using oral and/or writing in a professional context. Listening skills – processing information, in order to understand and appreciate the material	Although communication skills are not assessed per se, by participating in class and writing for assignments or in exams, students' key/transferable skills in communication are developed. Please note that presentation skills are taught

3D. Key/transferable skills	
<p>Verbal communication – expressing themselves by articulating their thoughts in an organised, logical and concise manner</p> <p>Written communication – Writing to explain financial and non-financial information at level 4 competency.</p> <p>D2: Demonstrate ability to plan and organize.</p>	<p>and assessed in HC 2300 Professional Communications which is part of the US degree (see item 2.2 of present Programme Specs. pg. 5).</p> <p>Beginning at level 4, students will have to:</p> <ul style="list-style-type: none"> - Manage time effectively, thus demonstrate ability to plan and organize themselves

[Please insert here title(s) of exit award(s) at Level 4, if applicable]

Certificate of Higher Education in Business Administration (120 CREDITS)

Programme Structure - LEVEL 4				
Compulsory modules		Credit points	Optional modules	Credit points
AF2007	Financial Accounting	15		
BU2003	Business Legal Issues	15		
CS2179	Business Information Systems	15		
EC1101	Principles of Macroeconomics	15		
FN2128	Principles of Finance	15		
MA2021	Applied Statistics	15		
MA2105	Applied Calculus	15		
MG2003	Management Principles	15		
TOTAL LEVEL 4		120		

In accordance with the framework for higher education qualifications, the holder of a Certificate of Higher Education in Business Administration will have a sound knowledge of the basic concepts of General Business and Management and will have learned how to apply different business functions to solving problems. The learner will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility.

Certificates of Higher Education in Business Administration are awarded to students who have demonstrated:

- i) knowledge of the underlying concepts and principles associated with all Business Administration functions, and an ability to evaluate and interpret these within internal and external business contexts;
- ii) an ability to retrieve, analyze, interpret, and present qualitative and quantitative data, to develop lines of argument and make sound judgments in accordance with basic theories and concepts of General Business and Management.

Typically, holders of the qualification will be able to:

- a) Apply a wide variety of business functions to solving basic business-related problems;
- b) Communicate the results of their study/work accurately and reliably, with coherent arguments, orally and in writing;
- c) Undertake further training and develop new skills within a structured and managed environment; and will have:
- d) Qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

In summary, upon completion of level 4 (120 credits or 8 modules), students will be able to i) recognize and be familiar with key business functions and the impact of the external environment on business, ii) apply basic statistical techniques to business.

Specifically, holders of the Certificate of Higher Education in Business Administration will be able to demonstrate knowledge and understanding of:

- Core economic concepts and principles (EC1101)
- Basic tools in statistics (MA2110)
- The legal environment for business (BU2003)
- Financial appraisal techniques on investing decisions, including the core concept of time value of money (FN2128)
- Management theories, concepts, principles and practices (MG2003)
- The use of quantitative skills to manipulate data, functions and phenomena (MA2105)
- Accounting transactions and financial statements (AF2007)

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
AF 3104 Financial Reporting I (15 credits) AF 3116 Management Accounting (15 credits) AF 3131 Intermediate Accounting (15 credits) BU 3233 Business Research Methods (15 credits) OR FN 3437 Financial Econometrics I (15 credits) FN 3213 Corporate Finance (15 credits) MG 3034 Managing People and Organizations (15 credits) PH 3005 Business Ethics (15 credits)	105	One of the following: AF 3437 Accounting Information Systems EC 3225 Real Estate Economics EC 3226 Credit and Lending EC 3240 Money and Banking EC 3324 Insurance MG 3033 New Ventures Creation	15		Compulsory: Semester 2 Semester 1 & 2 Semester 1 & 2 Semester 1 & 2 Semester 1 & 2 Semester 1 & 2 Semester 1 & 2 Optional modules run in either Semester 1 or 2.

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A2: Demonstrate knowledge and understanding of the functions and processes of business.</p> <p>A.2.2. Analyze and assess an organization’s internal environment, with particular reference to human resource management and the processes and practices involved in implementing human resource strategy; individual behavior, team and organizational processes; the interaction with the external environment.</p> <p>A.3: Demonstrate knowledge and understanding in the current technical language and practices of accounting and finance (for example, recognition, measurement and disclosure in financial statements, managerial accounting, corporate finance).</p> <p>A.3.3 Recognize, measure and prepare single entity and consolidated financial statements using International Financial Reporting Standards (IFRS). Alternative recognition rules and valuation bases.</p> <p>A.3.4 Analytical tools for the effective financial management of business operations.</p> <p>A.3.5 Record, analyze and prepare intermediate level accounting transactions leading to financial statement preparation using US GAAP (Generally Accepted Accounting Principles) on procedural and conceptual levels.</p>	<p><u>Taught in:</u> MG3034 Managing People and Organizations. Major theories of organizational behavior and strategic human resource management as a mechanism for managing people at work in organizations. Concepts of personality, values, emotions, perceptions, motivation, power and influence, conflict, creativity, and organizational culture. Processes and practices involved in implementing human resource strategy, such as planning, recruitment, selection, training, performance management and appraisal, and compensation / rewards.</p> <p><u>Taught in:</u> AF3104 Financial Reporting I Introduction to the field of International Financial Reporting by focusing on International Financial Reporting Standards (IFRS) related to the preparation of single entity financial statements, and IFRS related to asset and revenue elements.</p> <p><u>Taught in:</u> AF3116 Management Accounting This module provides the theoretical underpinnings of the role of accounting information in cost accumulation, profitability analysis, planning and decision making in business organizations.</p> <p><u>Taught in:</u> AF3131 Intermediate Financial Accounting This module examines the application of alternative accounting measurements and discusses their effects on corporate assets, liabilities, and stockholders’ equity. It also examines concepts for determining business income.</p>

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

A.3.6 Demonstrate knowledge and understanding of relevant financial theory.

Taught in: **FN3213 Corporate Finance**

The course focuses on developing knowledge and skills in the areas of investment, financing and dividend policy decisions. Risk, return and growth are the key concepts of finance to be explored.

A.4: Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business or finance.

Taught in: **BU 3233 Business Research Methods**

Developing students' knowledge in research process tools by examining a range of different methods and techniques used in business research and applying this knowledge and skills by conducting a business research project, including the collection and analysis of qualitative and quantitative data.

A.5. Demonstrate comprehensive knowledge of issues related to ethics and social responsibility and assess the models, practices and tools that an organization may employ to help assure a sustainable future.

Taught in: **FN 3437 Financial Econometrics I**

Given the importance of quantitative analysis in economics and finance, this course develops students' ability to quantify and evaluate economic and finance theories using empirical examples.

Taught in: **PH3005 Business Ethics**

Introduction to major theories and basic moral problems in the domain of business. The use of reasoning in moral assessment of business practices. Application of moral theories to specific cases of corporate conduct ranging from the individual to society in general, in the local and the international context.

Method of teaching and learning:

Further to the teaching methods described at level 4, learning and teaching strategy at level 5 also include:

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

- In-class discussions focusing not only on the identification of key issues, but also on the analysis and interpretation of findings, and recommendations
- seminar-style class discussion, using business cases and multiple sources such as articles found in the appropriate academic journals;
- use of spreadsheet applications in problem solving and scenario analysis.
- providing clear, learning outcomes and/or criteria for success. Ensuring that formative assessment is used appropriately as a preparation for summative assessment;
- guiding students so that they can successfully accomplish assessments or to undertake independent research and to present their research driven findings in writing and/or orally (see assessments hereunder);

Assessment Methods:

- Assessments either include a 40% or 30% weight towards the first assessment and 60% or 70%, respectively, towards the final.
- PH3005 Business Ethics and AF3437 Accounting Information Systems include a 10% weight for the Portfolio of diagnostic assessments.
- FN3213 Corporate Finance consists of a 50% weight assessment relating to an individual project and a final assessment of 50%.
- In BU3233 Business Research Methods, AF3437 Accounting Information Systems, and MG3033 New Ventures Creation students are required to work in groups in a research project consisting of a weight of 60%, 40% and 90%, respectively.

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Learning outcomes at level 5 are characterised by moderate levels of ambiguity, complexity, and uncertainty.</p> <p>B1: Analyse, evaluate and interpret data in order to draw reasoned conclusions concerning structured and, to a more limited extent, unstructured problems from a given set of data and from data acquired by the student.</p> <p>B.2: Locate, extract and analyse data from academic and non-academic resources, including acknowledging source material in the appropriate academic convention.</p> <p>B.3: Critically evaluate arguments and evidence.</p>	<p>In-class teaching strategy and blackboard material are geared towards assisting the student to independently apply, compare, and analyse underlying principles and theories, to complete work assignments and make decisions and/or in preparation for assessments.</p> <p>With the aim of developing students' analytical and interpretation skills, students are assessed by incorporating problem solving and some written interpretation or have to undertake a project/case analysis.</p> <p>AF3104 Financial Reporting I AF3116 Management Accounting AF3131 Intermediate Accounting EC3225 Real Estate Economics</p> <p>AF3437 Accounting Information Systems BU3233 Business Research Methods FN3437 Financial Econometrics I FN3213 Corporate Finance EC3226 Credit and Lending MG3033 New Ventures Creation</p> <p>PH3005 Business Ethics MG3034 Managing People and Organizations</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C.1: Numeracy competence, including the processing and analysis of financial and other numerical data and the appreciation of statistical concepts at an appropriate level.</p> <p>C.2: Make use of Information Technology in order to effectively retrieve, process, analyse and communicate information.</p> <p>C.3: Understand the importance of ethical values in business.</p> <p>C.4: Develop entrepreneurial skills, such as the ability to identify business opportunities, devise appropriate business plans, and communicate these plans effectively to gain support and generate resources.</p>	<p><u>Taught and assessed in:</u> AF3104 Financial Reporting I AF3116 Management Accounting AF3131 Intermediate Accounting FN3213 Corporate Finance</p> <p>AF3437 Accounting Information Technology BU3233 Business Research Methods FN3437 Financial Econometrics I MG3033 New Ventures Creation</p> <p>PH3005 Business Ethics EC3226 Credit and Lending</p> <p>MG3033 New Ventures Creation</p>
3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Communicate information and ideas in a clear manner using oral and/or writing in a professional context.</p> <p>D2: Demonstrate ability to plan and organize and execute with some level of complexity projects.</p>	<p>The design of the learning and teaching strategy / assessment methods takes into account:</p> <ul style="list-style-type: none"> the need to achieve an appropriate balance between the technical and conceptual (theoretical) aspects of the subject, thus enabling students to develop both their technical and communication skills.

3D. Key/transferable skills	
D3: Take responsibility for own actions in an academic and professional context.	<ul style="list-style-type: none"> • A suitable balance and mix of assessment activities allows students to demonstrate besides an understanding of the subject area, cognitive abilities (see above), the non-subject key/transferable skills they have developed as a consequence of their studies, such as the ability to plan, organize and execute their work assignments and take responsibility for their actions.

[Please insert here title(s) of exit award(s) at Level 5, if applicable]

Diploma of Higher Education in Business Administration (240 CREDITS)

Programme Structure - LEVEL 5			
Compulsory modules	Credit points	Optional modules	Credit points
AF3116 Management Accounting	15	One of the following: AF3437 Accounting Information Systems EC3225 Real Estate Economics EC3226 Credit and Lending EC3240 Money and Banking EC3324 Insurance MG3033 New Ventures Creation	15
AF3104 Financial Reporting I	15		
AF3131 Intermediate Financial Accounting	15		
BU3233 Business Research Methods OR	15		
FN3437 Financial Econometrics I	15		
FN3213 Corporate Finance	15		
MG3034 Managing People and Organizations	15		
PH3005 Business Ethics	15		
TOTAL LEVEL 5	120		

Upon completion of levels 4 and 5 (240 credits or 16 modules), students will be able to i) recognize and be familiar with key business functions and the impact of the external environment on business, ii) apply statistical techniques to business, iii) demonstrate detailed knowledge of theories, models, tools, and practices of management, finance and accounting, iv) apply their knowledge of business functions and business ethics to solving complex problems in business administration.

Holders of the Diploma of Higher Education in Business Administration will be able to demonstrate knowledge and understanding of diverse business functions and environments as well as detailed knowledge and critical understanding of the accounting and finance field.

Holders of this Diploma will demonstrate knowledge and understanding of:

- Core economic concepts and principles (EC1101)
- The legal environment for business (BU2003)
- Business functional and cross-functional information systems (CS2179)

Additionally, holders of the Diploma of Higher Education in Business Administration will be able to demonstrate detailed knowledge and critical understanding of:

- Quantitative and qualitative methods and tools used to conduct research in business (MA2105, MA2021, BU3233, FN3437).
- Management theories, concepts, principles and practices (MG2003, MG3033, MG3034)
- Financial and managerial accounting for planning, control, decision-making and an understanding in the current technical language and practices of accounting and finance (AF2007, AF3116, AF3131, AF3104, AF3437, FN2128, FN3213)
- Moral theories and ethical issues which have an impact on business decision making (PH2005)
- Major theoretical concepts in economics, and their relevance to business (EC3225, EC3226, EC3240, EC3324)

<u>Programme Structure - LEVEL 6</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
AF4242 Cost and Control Management (15 credits) AF4323 Financial Statement Analysis and Equity Valuation (15 credits) AF4450 Contemporary Issues in Accounting and Finance (15 credits) MG4415 Strategic Management (15 credits)	60	Four of the following (15 credit) Optional Modules: AF4045 Corporate Governance and Accountability AF4096 Mergers & Acquisitions AF4141 Business Taxation AF4207 Financial Reporting II AF4218 Auditing AF4244 Forensic Accounting CS4267 Applied Business Analytics EC/FN4007 Sustainable Finance and Investing EC/FN4045 FinTech FN4254 Taxation of Structured Finance FN4535 Financial Modeling MG4176 Maritime Accounting and Reporting MG4173 Entrepreneurial Finance MG4343 Operations Management	60		Compulsory: Semester 1 Semester 1 & 2 Semester 2 Semester 1 & 2 Optional modules run in either Semester 1 or 2.

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A.3: Demonstrate knowledge and understanding in the current technical language and practices of accounting and finance (cost accounting and operational control systems).</p> <p>A.5: Demonstrate comprehensive knowledge of issues related to ethics and social responsibility and assess the models, practices and tools that an organization may employ to help assure a sustainable future.</p> <p>A.6: Demonstrate skills in preparation of financial statements, analysis of the operations of business; and an awareness of the contexts in which accounting data and information is processed and provided and the relationships with other systems providing information in organisations.</p>	<p>Compulsory Modules: <u>Taught in:</u> AF4242 Cost and Control Management The role of the management accountant in complex modern industrial organisation. Costing systems and activity-based costing; implementation issues in modern costing systems; control systems and control philosophies; performance appraisal and the balanced scorecard.</p> <p>MG4415 Strategic Management Sources of competitive advantage, competitive advantage, superior performance. Steps of strategic planning process, analysis of external environment, analysis of internal environment, business-level strategies, corporate-level strategies, corporate governance, business ethics.</p> <p>AF4323 Financial Statement Analysis Review and analysis of financial statements. Tools and techniques for financial valuation using cash flow information and present value analysis. Topics of ratio analysis, liquidity, capital structure, trend analysis, profitability, industry standards, changes in working capital, changes in financial position, sources and uses of funds, business valuation techniques, and analysis of earnings quality.</p> <p><u>Method of teaching and learning:</u></p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	<p>Further to the teaching methods described at level 4 and 5, learning and teaching strategy at level 6 also include:</p> <ul style="list-style-type: none"> ➤ Dialogue and discussion type classes between staff and students encourage learning to explore ideas, to ask and answer questions, to listen to staff and peers, complete work set and to reflect on what they have learnt. ➤ Assessments, tasks and discussions that elicit evidence of learning, as well as designing discussions and questions which are appropriate for level 6. ➤ Providing feedback that moves learning forward. This means that all feedback is clearly structured to provide a focus on how to improve the work (even if it is a Grade A). This may be coupled with grades or marks if appropriate. This may be accompanied by verbal feedback. ➤ Feedback is provided in a timely manner within 15 working days of the submission deadline.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B.1: Analyse, evaluate and interpret data in order to draw reasoned conclusions concerning structured and unstructured problems from a given set of data and from data acquired by the student.</p> <p>B.2: Locate, extract and analyse data from academic and non-academic resources, including acknowledging source material in the appropriate academic convention.</p>	<p>In addition to the previous level, at Level 6, in-class teaching strategy and blackboard material are geared towards enabling the student to independently apply, compare, and analyse underlying principles and theories from relevant areas of technical competence to complete work assignments and make decisions and/or in preparation for assessments.</p>

3B. Cognitive skills	
	<ul style="list-style-type: none"> ➤ AF4450 Contemporary Issues in Accounting and Finance deals with significant current issues in the field of accounting and finance, i.e. events and trends affecting the work that accountants and financial professionals do and their business environment. It draws together the application of the separate accounting disciplines and finance in a broader perspective.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C.2: Make use of Information Technology and communication in order to effectively retrieve, process, analyse and communicate information.</p> <p>C.3: Understand the importance of ethical values in business and the accounting profession</p>	<ul style="list-style-type: none"> ➤ Although all modules at level 6, make use of Information technology in order to seek, retrieve, process and communicate information, CS4267 Applied Business Analytics, specifically focuses on three areas of data exploitation for decision making purposes i.e. data management, business intelligence and business analytics, which are all taught through business case studies. EC/FN4045 FinTech familiarizes students with technologies that have a lasting impact on the financial industry and by examining the factors that drive innovation in financial markets. ➤ The learning outcomes in MG4415 Strategic Management include ethical principles and concepts related to social responsibility and sustainable development. Similarly, in MG4343 Operations Management students analyse the challenges and opportunities faced by operations managers and evaluate the value and implications of their operational choices within organizational contexts. AF4045 Corporate Governance and Accountability, refers to sustainability and ethics as issues pertaining to good corporate governance. Finally, modules such as AF4218 Auditing and AF4244 Forensic Accounting incorporate discussions on notorious fraudulent reporting cases (e.g.

3C. Practical and professional skills	
<p>C.4: Develop entrepreneurial skills, such as the ability to identify business opportunities, devise appropriate business plans, and communicate these plans effectively to gain support and generate resources.</p>	<p>WorldCom and HealthSouth) which allow a practical perspective on ethics in financial reporting.</p> <ul style="list-style-type: none"> ➤ In MG4415 Strategic Management students are exposed to the main steps of strategic planning process, from analysis to formulation and implementation of business and corporate-level strategies with an aim of developing competitive advantage. Students will use macro-environment and industry-related information as well as company-specific information in order to improve their decision making in terms of achieving superior, or above industry average, performance in an ethical way for a variety of profit-seeking organizations and industry contexts. ➤ In MG 4173 Entrepreneurial Finance students are exposed to a systematic study of theories and tools necessary for entrepreneurs to start build and harvest a successful venture. The course focuses on the understanding of financial planning specifics for new and small- scale businesses and the qualities required to obtain financing by primarily private investors.
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D.1: Communicate effectively in a manner appropriate to the discipline(s) and report practical procedures in a clear and concise manner in a variety of formats.</p> <p>D.2: Demonstrate ability to plan, organize and execute complex projects.</p> <p>D.3: Take responsibility for own learning with minimum direction.</p>	<ul style="list-style-type: none"> ➤ Assessments and projects require students to engage effectively in debate in a professional manner and produce detailed and coherent project reports.

3D. Key/transferable skills	
D.4: Reflect on the broader scope and value of learning and become an independent lifelong learner.	<p>The design of the learning and teaching strategy / assessment methods takes into account the progression of the learner which is characterised by two important related factors:</p> <ul style="list-style-type: none"> • The autonomy of the learner • The increasing responsibility that is expected of the learner in the guidance given and the tasks set. <p>Consequently, all level 6 modules (both compulsory and optional) include in the design of their assessments that at least one out of the two/three assessments to be prepared individually by the student. For further details, please see learning and teaching strategy assessment methods in the section above.</p>

[Please insert here title of exit awards(s) at Level 6]

BSc in Business Administration (Accounting and Finance) (300 CREDITS)

Programme Structure - LEVEL 6				
Compulsory modules		Credit points	Optional modules	Credit points
AF4242	Cost and Control Management	15	<u>ONE OF THE FOLLOWING:</u>	
AF4323	Financial Statement Analysis and Equity Valuation	15	AF4045 Corporate Governance	15
MG4415	Strategic Management	15	AF4096 Mergers and Acquisitions	15
			AF4141 Business Taxation	15
SUBTOTAL		45	AF4207 Financial Reporting II	15
	Plus ONE of the optional modules		AF4218 Auditing	15
		15	AF4244 Forensic Accounting	15
TOTAL		60	FN4254 Taxation of Structured Finance	15
			FN4535 Financial Modelling	15
			CS4267 Applied Business Analytics	15
			EC/FN 4007 Sustainable Finance and Investing	15
			EC/FN 4045 FinTech	15
			MG4176 Maritime Accounting and Reporting	15
			MG4343 Operations Management	15
			MG4173 Entrepreneurial Finance	

Upon completion of 300 credits (20 modules, including four Level 6 modules), students will be able to i) recognize and be familiar with key business functions and the impact of the external environment on business, ii) apply basic statistical techniques to business, iii) demonstrate detailed knowledge of theories, models, tools, and practices of finance and accounting, management, and international business, iv) apply their detailed knowledge of business functions so as to evaluate and solve complex, unstructured problems in business administration and in international business with minimum guidance.

Holders of the BSc in Business Administration (Accounting and Finance) will be able to demonstrate knowledge and understanding of diverse business functions and environments as well as detailed knowledge and critical understanding of specific fields, such as:

- Core economic concepts and principles (EC1101, EC3225, EC3226, EC3240, EC3324)
- The legal environment for business (BU2003)
- Business functional and cross-functional information systems (CS2179, CS4267)

Additionally, holders of the Diploma of Higher Education in Business Administration will be able to demonstrate detailed knowledge and critical understanding of:

- Quantitative and qualitative methods and tools used to conduct research in business (MA2021, MA2105, BU3233, FN3437).
- Management theories, concepts, principles and practices (MG2003, MG3033, MG3034, MG4415)
- Financial and managerial accounting, accounting for taxable income, auditing, governance and internal control (AF2007, FN2128, AF3116, AF3131, AF3104, FN3213, AF4242, AF4141, AF4323, AF4045, AF4096, AF4207, AF4218, AF4244, FN4254, FN4535)
- Moral theories and ethical issues which have an impact on business decision making (PH2005)

In addition, they will have the following cognitive, practical/professional and key/transferable skills:

- They will be able to locate, extract, and analyse data from academic and non-academic resources, including acknowledging source material in the appropriate academic convention (FN2128, CS2179, MG2003, AF3116, AF3104, AF3131, BU3233, FN3213, EC3226, MG3033, AF4045, AF4096, AF4141, AF4207, AF4218, AF4242, AF4244, AF4323, FN4254, FN4535, MG4415, MG4173, MG4176)
- They will be able to analyse, evaluate and interpret data in order to draw reasoned conclusions concerning structured, and to a more limited extent, unstructured problems from a given set of data and from data acquired by the student. (AF2007, BU2003, CS2179, EC1101, MA2105, MA2021, FN2128, AF3104, AF3116, AF3131, AF4242, FN3213, FN4254, FN4535, PH2005, AF4045, AF4096, AF4207, AF4218, AF4244, EC3225, MG2003, MG3033, MG4343, MG4415, MG4173)

- They will be able to critically evaluate arguments and evidence (AF3104, AF3116, FN3213, PH3005, AF4242, AF4323, AF4045, AF4096, AF4207, AF4218, AF4244, AF4323, EC/FN4007, FN4254, MG3034, MG4415)
- They will be able to evaluate the connections and interrelationships that exist across different subject areas. (CS2179, MA2021, BU2002, BU3233, PH2005, EC3225, EC/FN4007, AF4218, AF4244, AF4045, MG2003, MG3034, MG3033, MG4415)
- They will be able to develop numeracy competency, including the processing and analysis of financial and other numerical data and the appreciation of statistical concepts at an appropriate level. (AF2007, MA2105, MA2021, AF3104, AF3116, AF3131, FN2128, FN3213, FN3437, AF4242, AF4096, AF4323, AF4207, AF4218, AF4244, FN4254, FN4535, MG4173)
- They will be able to make use of Information Technology and communication in order to effectively retrieve, process, analyse and communicate information (CS2179, MG3033, MG4415, AF4323, AF4045, AF4218, AF4244, AF4096, FN4254, CS4267, FN4535, MG4173)
- They will be able to understand the importance of ethical values in business and the accounting profession. (AF2007, AF3131, PH3005, EC3226, AF4242, AF4141, AF4045, AF4096, AF4207, AF4218, AF4244, FN4254, EC/FN4007, MG4176, MG4173)
- They will be able to develop entrepreneurial skills, such as the ability to identify business opportunities, devise appropriate business plans, and communicate these plans effectively to gain support and generate resources (MG3033, MG4415, MG4173)
- They will be able to communicate information and ideas using oral and/or writing in a professional context. (AF2006, BU2003, EC1101, FN3213, MG2003, MG3034, PH3005, MG3033, AF4242, AF4141, MG4415, AF4045, AF4096, AF4207, AF4218, AF4244, EC/FN4007, MG4176, MG4343, MG4173)
- They will be able to demonstrate ability to plan, organise and execute complex projects. (BU3233, FN3213, MG3034, AF4141, AF4242, AF4323, MG4415, AF4045, AF4207, AF4218, AF4244, CS4267, EC/FN4007, FN4254, FN4535, MG4176, MG4343, MG4173)
- They will be able to take responsibility for own actions in an academic and professional context. (Taught through-out all levels)
- They will be able to reflect on the broader scope and value of learning and become an independent lifelong learner. (Taught through-out all levels)

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

The course is designed to allow students to find their own career trajectory. The programme offers different modules in business (management), accounting and finance; allowing the student to discover the area of financial management or accountancy they wish to enter. The course is very much geared towards practical accountancy and finance, covering a range of foundation skills and discussing ideas in level 4. Level 5 is designed to equip students with a range of knowledge and skills, which will form the basis for commencing a career in areas of accounting, finance and management or for progressing to higher-level academic qualifications. Finally, level 6 allows more autonomy with a supportive role by tutors to allow for more specific career and skill development.

To keep abreast of real-world trading experiences, Deree – ACG has invested in a state-of-the-art trading room, unique in its kind in the region of South-eastern Europe. The ACG Simulated Trading Room is expected to broaden students' knowledge of financial services, increase employability of ACG graduates, as well as promote awareness of the global financial markets.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

Academic Advising

Responsible for coordinating all aspects of the undergraduate advising process, the Academic Advising Office aids students in choosing and completing their academic programs. The advising staff provides academic advice and information to undergraduate students, advising all first-year students, some second-year students, and transfer students; support for academic staff advisors; and resources for all students in need of academic advice. Once students have declared their major, they participate in an advising program that uses academic staff as advisors to handle the responsibility of advising on academic and career-related matters.

International students have an additional non-academic international student advisor who assists them in their efforts to adjust to the new culture and supports them in obtaining any student visas and residence permits required by Greek law.

Student success is measured through academic performance. At-risk populations are rigorously supervised by the Academic Advising Office.

Student Orientation

Organized and coordinated by the Office of Student Affairs, the New Student Orientation Program introduces incoming students to the campus, the academic system (dual OU/DEREE degrees), College rules and regulations, and academic and social life. Students receive information on student programs and services such as advising, financial aid, and co-curricular programming. Various sources of information are employed to help the student make a smooth transition to the College environment. Among these are orientation folders containing material on available services, information sessions with administrators and student Orientation Leaders, activity fair, and stands that promote student organizations. A parent orientation session is held as part of the orientation program. The Validation Office and the Registrar offer presentations on the OU award and its academic policies at Student Orientation.

The **Student Academic Support Services (SASS)** is open daily and offers academic assistance to all DERE-ACG students through individual learning facilitation sessions and/or workshops. SASS learning facilitators are peers who assist students in improving and strengthening academic study skills.

The **Office of Student Affairs** is dedicated to promoting student development and continually improving the quality of student life. Through extra-curricular activities the College strives to provide students with opportunities parallel to the classroom experience that are consistent with its educational values, such as presentations, lectures, excursions, debates, theatrical plays, blood drives, happenings and events. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic teams. All the student groups have an advisor, or coach, who is knowledgeable in the subject area, monitors their activity, attends their general assemblies and supports the group during the year.

The **Student Association** maintains bridges of communication between the students and the administration. Members of the Student Association participate in academic committees where they contribute their input.

The **Student Success Centre** supports students by offering comprehensive, integrated services in the areas of academic advising, OU validation issues, student records, registration, and payments in a one-stop area. The Student Success Centre aims to create the optimum conditions so that students can follow the path to academic success. The SSC web page has been set up to reflect the one-stop concept of the Centre and includes information from different departments. It may be accessed from the "Quick Links" on the ACG homepage (www.acg.edu) and it allows students to print forms or view the academic calendar, academic policies, final exams schedule, course

schedule, graduation instructions, major requirements, frequently asked questions (FAQs), the e-mail directory, and financial aid and international student information.

Disability Status and Provisions

Students are responsible for alerting the Educational Psychologist to a special need, and for providing relevant documentary evidence. The Educational Psychologist suggests actions to be taken to accommodate a student with special needs, having ensured that there has been full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee of Disabilities and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with learning difficulties may be eligible for special accommodations, such as extra time for examination completion, and receive support and counselling from the Educational Psychologist on campus.

The **Office of Career Services** offers centralized, comprehensive and coordinated career development, through appointments, sessions and workshops, building relationships and longstanding collaborations between students/alumni and potential employers. In the past three years the Office has expanded the quality of the services offered by acquiring a Career Services Manager tool, Goinglobal, as well as the handling of the international internship positions and the work study positions, transforming it thus into a hub for career-related issues. The Office moved dynamically to the era of social media utilizing Facebook and LinkedIn. The variety of programs and services offered to students and alumni include: counselling sessions about career advising and graduate studies advising; an online test which identifies strengths and personality preferences aiming to assist the students in their selection of a major; Goinglobal, a tool offering job openings abroad; skills workshops about job search and job interview techniques; Career networking events; JobBank offering part-time and full-time positions; Career Days where the students have the opportunity to have a short interview with a company representative; International Internship program.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Admission requirements are not major specific. The College has a general admissions policy based on the American system of higher education. Admissions criteria are specified in the College catalogue and are in accordance to the QAA Quality Code Part B: Assuring and enhancing academic quality Chapter B2: Recruitment, Selection and Admission to higher education.

Upon admission, students register for a BA in Combined Studies and may transfer to the OU programme up until completion of Level 4.

In relation to the recruitment strategy, the Admissions Office organizes 5 promotional “Discover DERE Day” recruitment events per academic year, where members of the faculty provide brochures and information about the programme. During that event,

faculty and the admissions team are also provided with the opportunity to communicate the aim and educational objectives of School of Business programmes. The Admissions Office also produces print / marketing material for specific programmes with the direct aim to promote them to target audiences through all types and methods of Above the Line and Below the Line Advertising. More specifically, the Admissions Office promotes the programme by:

- Participating in Education Fairs and third-party events with an Admissions Booth including brochures/banners.
- Coordinating school visits and presentations on the specific programme to all target audiences (school pupils, parents, teachers, principals, career advisers, other public university students with the intention to study in parallel with our Education Institution).
- Organizing focused events across the country to attract candidates from other provinces into the main city campus to study.
- Running direct mailing campaigns (via post and electronic) including Degree Course information.
- Conducting one-on-one info sessions with pupils and parents.

The Admissions Process

To qualify for admission to the academic programs of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the program of their choice. To this end, applicants must meet the following requirements:

The standard minimum entry requirement for the major's programme is the following: 14/20 in the Greek system, an overall average grade of C in the US system, or 24 and above in the International Baccalaureate or the equivalent of any other educational grading system. Applicants whose grades are between 11/20 and 13.99/20 or its equivalent, may be admitted to the College on a provisional basis.

Students admitted on a provisional basis will be required to fulfil the following conditions in order to be allowed to continue on their selected major after the completion of one academic year after their acceptance to DERE:EE:

- Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor the student progress very closely and may require that they seek academic help through the Student Academic Support Services.
- The number of courses students will be allowed to register for will be determined by their English language placement (see section "English Language Requirements"). However, in no case will they be allowed to register for a total of more than 2 courses if placed in EAP 1002 or for more than 4 courses if placed in WP 1010. Students with provisional status who are placed in EAP 999, EAP 1000, EAP 1001 must first complete their English for Academic Purpose courses before they begin taking College level courses along with EAP 1002.
- Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
- Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.

- After the completion of one academic year on provisional status, students' performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
- Students on provisional status are subject to the College probation policy (see section "Academic Probation").

The following is required for all freshmen applicants:

1. A completed application form.
2. A letter of recommendation from an academic teacher or professor.
3. An official secondary school transcript and an official copy of a secondary diploma, both legally certified.
4. A certified copy of their identity card for Greek citizens or a valid passport for non-Greek citizens.
5. An interview with an admissions counselor.
6. Evidence of proficiency in English.

Evidence of Proficiency in English

All applicants must demonstrate proficiency in the English language either by taking the College's English Placement Test (EPT) or by submitting any evidence derived from one of the following tests:

Pearson test of Academic English (PTE Academic): 58 or greater
Michigan State University Certificate of Language Proficiency (MSU-CELP)
Michigan Proficiency Certificate
Cambridge Proficiency Certificate
Cambridge Advanced English (CAE) with Grade A only
International Baccalaureate Certificate*
International Baccalaureate Diploma
IELTS: (academic) 6.5 or above
SAT: 450 or above
ACT: 18 or above
TOEFL (paper based): 567 or above
TOEFL (computer based): 227 or above
TOEFL (internet based): 87 or above
GCE higher level English: Grade C or greater
Oxford Online Placement Test: 99 or above

* With grade 4 and above in the English higher-level subject or at least an average of 12 in the higher level subjects.

Applicants presenting a TOEFL score should arrange to have the test results sent directly to the Office of Admissions by the Educational Testing Service (ETS). The College's Institution Code Number is 0925. TOEFL scores are valid for 2 years.

Students may also qualify to take WP 1010 by submitting evidence of fluency based on graduation from an English speaking secondary school or program.

The above listed grades qualify the student for placement directly into WP 1010. Applicants who do not qualify for WP 1010 but who otherwise show academic promise may be admitted conditionally and placed in the English for Academic Purposes Program.

7. Language of study

The language of instruction is English.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

In addition to the Annual Programme Monitoring process the following mechanisms are in operation:

- Online Course Evaluation for each module (through *CourseEval*). This is submitted anonymously by students in all modules. Following submission of grades, results are sent electronically to the Provost, the Deans, the Department Heads and the course instructor. They are also available to the President and the VP of Human Resources. Results are taken into consideration both in terms of improving teaching but also evaluating faculty.
- Senior Exit Survey: completed by all graduating students.
- Module Leader Reports where feedback from the course evaluations is also considered.
- Feedback from meetings between External Examiners, staff and students.
- Departmental meetings with the student Academic Society.
- Representation of Academic Societies through their presidents in the Programme Committees. Student concerns are discussed, and feedback is communicated back to the students by the relevant Society presidents.
- Student advising.

- Students may always express concerns to the Deans, the Provost or the President either individually or through the Student Association.
- Peer observation – through the Performance Management and Appraisal Process

The College places high value on effective pedagogical practices in the classroom by:

- Providing its faculty with the resources to improve the quality of instruction such as computers, smart classrooms, and electronic and print library resources, and training in new instructional technologies such as Blackboard.
- New employee orientation and induction review
- Supporting workshops, seminars, guest speakers, and retreats on best practices in teaching.
- Supporting faculty in the organization and hosting of international conferences at ACG
- Supporting faculty on visiting teaching fellowships.

The College is an institutional member of the **Faculty Resource Network (FRN)** at New York University. Established in 1984, the Network is an award-winning, nationally recognized faculty development initiative involving over 16,000 faculty members who teach more than 200,000 undergraduate students at a broad cross section of colleges and universities across the United States.

DEREE-ACG is also a member of the **Global Liberal Arts Alliance (GLAA)**, an international, multilateral partnership of American style liberal arts institutions with the goal of supporting excellence in liberal arts education on a transnational basis. The Great Lakes Colleges Association, based in Ann Arbor, Michigan, coordinates the activities and projects of the Alliance and was instrumental in its formation. There are presently 27 institutions representing 15 nations in the Alliance membership. GLAA's purpose is to exchange knowledge, expertise and experience among institutions committed to education in the tradition of the liberal arts and sciences.

DEREE-ACG's **Teaching and Learning Center (TLC)** focuses on academic staff development. The goals of the TLC are to promote best practice (both US and UK) in pedagogy by

- Offering programs which engage faculty in continuous improvement of Teaching.
- Supporting faculty in professional development in teaching.
- Promoting the value of teaching inside and outside the University Community.
- Encouraging faculty to explore new teaching methods and technologies.

Throughout the academic year the TLC organizes frequent training sessions on pedagogy and encourages faculty to explore developments in teaching technologies and adopt learner-centered practices. Through a dedicated Blackboard container full of material related to classroom needs, which is made available to all DEREI instructors, TLC facilitates faculty efforts to keep up with best practices in pedagogy.

11. Changes made to the programme since last (re)validation

Firstly, the **title** of the pathway has been modified from Accounting **with** Finance to Accounting **and** Finance.

The following changes in the programme's **curriculum structure** are proposed:

Level 4:

- MA 2105 Applied Calculus to replace IB 2006 International Business.
- FN 2128 Principles of Finance introduced at an earlier level.
- A decrease in total credits for AF2007 from 20 to 15 credits.

Level 5:

- BU3233 Business Research Methods or FN3437 Financial Econometrics I to replace HC2300 Professional Communication (module still exists in USA programme).
- FN3213 Corporate Finance to replace FN3005 Foundations of Corporate Finance.
- AF3140 Taxation for Individuals (L5) and AF4243 Corporate Taxation (L6) have been merged into one Level 6 module entitled AF 4141 Business Taxation.
- Addition of a new elective course.

Level 6:

- New compulsory module AF4450 Contemporary Issues in Accounting and Finance.
- AF4242 Cost and Control Management new title to replace old title AF4242 Advanced Management Accounting.
- New course AF4141 Business Taxation to replace AF 3140 Taxation for Individuals (L5) and AF4243 Corporate Taxation (L6) (see level 5 above)
- MG 4343 Operations Management has changed from a compulsory requirement into an optional module in the programme.
- Addition of new elective (optional) courses to allow students to emphasise on their own career trajectory.

For rationale of these changes please refer to Background Document, pages 10-12.

All reading lists updated.

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4
4	AF 2007 Financial Accounting		✓	✓						✓								✓		✓						✓		✓	✓
	BU 2003 Business Legal Issues	✓								✓			✓													✓		✓	✓
	CS 2179 Business Information Systems		✓							✓	✓		✓						✓									✓	✓
	EC 1101 Principles of Macroeconomics	✓								✓																✓		✓	✓
	FN 2128 Principles of Finance			✓						✓	✓								✓									✓	✓
	MG 2003 Management Principles		✓									✓														✓		✓	✓
	MA 2021 Applied Statistics				✓					✓			✓						✓									✓	✓
	MA 2105 Applied Calculus				✓					✓									✓									✓	✓

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	
5	AF 3104 Financial Reporting I			✓						✓		✓						✓										✓	✓	
	AF 3116 Management Accounting			✓						✓	✓	✓						✓										✓	✓	
	AF 3131 Intermediate Accounting			✓						✓	✓							✓		✓								✓	✓	
	BU 3233 Business Research Methods				✓						✓		✓														✓	✓	✓	
	FN 3437 Financial Econometrics I				✓						✓		✓														✓	✓	✓	
	FN 3213 Corporate Finance			✓						✓	✓	✓						✓								✓	✓	✓	✓	
	MG 3034 Managing People and Organizations		✓										✓													✓	✓	✓	✓	
	PH 3005 Business Ethics					✓				✓		✓	✓							✓						✓		✓	✓	
	Electives: One of the following																											✓	✓	
	AF 3437 Accounting Information Systems			✓								✓								✓							✓		✓	
	EC 3225 Real Estate Economics	✓								✓			✓														✓	✓	✓	
	EC 3226 Credit and Lending					✓						✓									✓							✓	✓	
	EC 3240 Money and Banking	✓																									✓	✓	✓	
	EC 3324 Insurance												✓														✓	✓	✓	
	MG 3033 New Ventures Creation									✓	✓		✓						✓		✓					✓		✓	✓	

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4
6	AF 4242 Cost and Control Management		✓	✓		✓	✓			✓	✓	✓						✓		✓						✓	✓	✓	✓
	AF 4450 Contemporary Issues in Accounting and Finance	✓	✓		✓		✓					✓																✓	✓
	AF 4323 Financial Statement Analysis			✓		✓					✓	✓						✓	✓								✓	✓	✓
	MG 4415 Strategic Management		✓							✓	✓	✓	✓						✓							✓	✓	✓	✓
	Electives: Four of the following																												
	AF 4045 Corporate Governance and Accountability		✓			✓				✓	✓	✓	✓						✓	✓						✓	✓	✓	✓
	AF 4141 Business Taxation		✓	✓			✓				✓									✓						✓	✓	✓	✓
	AF 4207 Financial Reporting II			✓			✓			✓	✓	✓						✓		✓						✓		✓	✓
	AF 4218 Auditing			✓			✓			✓	✓	✓	✓					✓	✓	✓						✓	✓	✓	✓
	AF 4244 Forensic Accounting			✓			✓			✓	✓	✓	✓					✓	✓	✓						✓	✓	✓	✓
	AF 4296 Mergers and Acquisitions			✓			✓			✓	✓	✓							✓	✓						✓		✓	✓
	CS 4267 Applied Business Analytics		✓		✓														✓								✓	✓	✓
	EC/FN 4007 Sustainable Finance and Investing	✓				✓						✓	✓							✓						✓	✓	✓	✓
	EC/FN 4045 FinTech	✓				✓						✓	✓							✓						✓	✓	✓	✓
	FN 4254 Taxation of Structured Finance			✓			✓			✓	✓	✓							✓	✓							✓	✓	✓
	FN 4535 Financial Modelling				✓		✓			✓	✓																✓	✓	✓
	MG 4343 Operations Management		✓							✓																✓	✓	✓	✓

Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4
MG 4176 Maritime Accounting and Reporting			✓			✓				✓									✓					✓	✓	✓	✓	
MG 4173 Entrepreneurial Finance		✓							✓	✓							✓	✓	✓					✓	✓	✓	✓	

Annexe 3 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behaviours.

Please ammend this mapping to suit Frameworks used within the different Nations if appropriate.

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
4																										

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
5																										

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
6																										

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.